

	Half Term 1	Half Term 2	Half Term 3	Half Term 4	Half Term 5	Half Term 6
Topic	Foundation skills	Foundation skills	Foundation skills	Decorative home item project	Major project. portfolio work for component 1 (NEA)	Major project. portfolio work for component 1 (NEA)
Intent	To provide students with the practical skills necessary to create expressive pieces of 3D work whilst meeting the GCSE criteria for KS4.	To provide students with the practical skills necessary to create expressive pieces of 3D work whilst meeting the GCSE criteria for KS4.	To provide students with the practical skills necessary to create expressive pieces of 3D work whilst meeting the GCSE criteria for KS4.	To apply the skills and knowledge learned to create a finished 3D item that draws inspiration from artist and designer research. To ensure a quality finish.	Students will learn how to generate research, respond to the work of 3D artists/designer to create initial studies based on the theme of domestic lighting.	To experiment and work in the style of the 3D artist/designer to create, record, refine and develop models and studies using a variety of 3D mediums based on the theme of domestic lighting.
Start point	Students will understand the Design, Make and Evaluate process learned at KS3. They know how to use a design brief and will be highly competent in a range of skills such as C.A.D and the use of other tools and equipment. They know how to use feedback and work of others to inform the evaluation and re-design process.			Students will have a foundation of evidence to show their understanding in how to research, develop and refine ideas and will be confident practically with a range of skills and techniques. Students will know how to reflect critically over time on their creative journey and be able to explain how sources inform their work in great depth.		
Key Knowledge	To know and understand how to work with different materials to create 3D outcomes including cutting, shaping, forming and decorating: Timber (both wood and manufactured boards) Paper and boards (card modelling) To know and understand how to present ideas both in 2D and 3D format. (modelling to include card/ and wood, 3D drawing techniques) To apply techniques and processes to ensure a quality finish. To know and understand the work of key artists and designers and how the work can be used to inform the generation, development and refinement of ideas. Particular reference to: Antonia Perez Eduardo Paolozzi	To know and understand how to work with different materials to create 3D outcomes including cutting, shaping, forming and decorating: Timber (both wood and manufactured boards) Plaster and Clay (casting processes) To know and understand how to present ideas both in 2D and 3D format. (modelling to include wood/plaster/clay/ceramics) To apply techniques and processes to ensure a quality finish. To know and understand the work of key artists and designers and how the work can be used to inform the generation, development and refinement of ideas. Particular reference to: Antonia Perez Eduardo Paolozzi	To know and understand how to work with different materials to create 3D outcomes including cutting, shaping, forming and decorating: Timber (both wood and manufactured boards) Polymers and Metal (casting/forming processes) To know and understand how to present ideas both in 2D and 3D format. (modelling to include wood/polymer/metal) To apply techniques and processes to ensure a quality finish. To know and understand the work of key artists and designers and how the work can be used to inform the generation, development and refinement of ideas. Particular reference to: John Dilnot	To understand how to research and analyse the work of an artist/designer to inform ideas. To know and understand how to create primary and secondary research to support the project theme. To understand how to generate 3D ideas which reflect the artist/designer research in a variety of 3D mediums.	To apply knowledge of how to research and analyse the work of an artist/designer to inform ideas. To Understanding how to develop and refine ideas. To know how to translate ideas into a finished 3D piece. To understand how to continue to use the work of chosen artists/ designers to inform ideas and create a meaningful response. To understand how to develop 3D ideas which reflect the artist/designer research.	To understand how to take key features from the work of artists and designers and create 3D samples and models to demonstrate critical understanding. To build on previous knowledge and understanding of materials and processes in order to inform, refine, develop and record ideas. To reflect critically on the development of their work.
Key Skills	Introduction to working with different materials to include drawing materials, photography, paper/card, wood. Introduction to shaping, forming, modelling, constructing, and finishing 3D outcomes. Introduction to working with colour, line, form, proportion, scale, structure, shape, pattern, texture and decoration.	Drawing inspiration from the research and working in the style of an artist/designer in order to create initial 3D ideas. Developing ability to work in different materials including drawing materials, photography wood, clay, and plaster, to shape, form, model, construct, and finish 3D outcomes. Developing ability to work with colour, line, form, proportion, scale, structure, shape, pattern, texture and decoration.	Developing ability to work in different materials including drawing materials, photography wood, metals and plastic to shape, form, model, construct, and finish 3D outcomes. Developing ability to work with colour, line, form, proportion, scale, structure, shape, pattern, texture and decoration. Experimenting with different materials, to understand different forming, moulding, and casting techniques, to include CAD/CAM skills.	Research- exploring the work of artists and designers. Using practical knowledge, skills and understanding in order to create a 3D outcome which reflects the work of the artist/designer Analysis and annotation of the developing and refining process along with the finished piece.	Photography to support primary research. Research via the internet of images of structures Research and investigations of relevant work of 3D artists/designers. Analysis and annotation of initial studies explaining the inspiration. Students work independently to lead their own learning and response to the project brief	Students will select and work independently on practical skills to create 3D samples/models which reflect the work of their chosen artist/designer. This will include working in paper, card, timber, clay, metal and polymer. Students will complete analysis and annotation of ideas created recording and explaining ideas and developments. Students will work independently, utilising support and advice from adults and others to aid completion of work. Students will understand how to plan and prepare for the Year 10 3D exam and complete work for a sustained period of time (min 2hrs)

Key Vocabulary	Form Shape Structure Aesthetic Creativity Specific subject vocabulary to include material names and processes.	Ceramic Glazing Firing Kiln Casting Specific subject vocabulary to include material names and processes.	Casting Polymer Forming Thermosetting Thermoplastic Specific subject vocabulary to include material names and processes	Primary Secondary Analyse (explain, describe and evaluate) Annotate Reflecting Finishing Refining/developing	To repeat and build on all vocabulary from half term 1,2 ,3 & 4	To repeat and build on all vocabulary from half term 1,2 ,3 & 4
Key Reading and research	Reading and research of designers/artist: Antonia Perez, Eduardo Paolozzi and John Dilnot Reading and research of sculptural techniques.	Reading and research of designers/artists: Antonia Perez, Eduardo Paolozzi. Reading and research of sculptural techniques.	Reading and research of designers/artists: John Dilnot Reading and research of diorama techniques and theories.	Reading and research of designers/artists: Antonia Perez, Eduardo Paolozzi and John Dilnot Reading and research of design techniques and theories.	Reading and research of designers/artists: Bernard Rooke, Antony Gormley and Rachel Whiteread Reading and research of domestic lighting	Reading and research of designers/artists: Bernard Rooke, Antony Gormley and Rachel Whiteread Reading and research of domestic lighting
End Point	Students will build a portfolio of evidence to support their understanding of how to research, develop and refine ideas. Recording evidence in various formats including drawing, modelling and photography. Students will reflect critically over time on their creative journey and be able to explain how sources inform their work. Students have mounted and annotated portfolio of work demonstrating the experimentation of working in different 3D mediums.	Building competency in practical skills. All students show a sound understanding of key artists and designers' work through completed research. Students will build a portfolio of evidence to support their understanding of how to research, develop and refine ideas. Recording evidence in various formats including drawing, modelling and photography. Students have mounted and annotated portfolio of 3D samples and models demonstrating the experimentation of working in different 3D mediums.	Building competency in practical skills. All students show a sound understanding of key artists and designers' work through completed research. Students will build a portfolio of evidence to support their understanding of how to research, develop and refine ideas. Recording evidence in various formats including drawing, modelling and photography. Students have mounted and annotated portfolio of 3D samples and models demonstrating the experimentation of working in different 3D mediums.	Production of initial studies for first extended project. Building and developing knowledge, understanding and practical skills and of working in different 3D mediums to respond to the project brief and work of chosen artist/designer. Students will build a portfolio of evidence to support their understanding of how to research, develop and refine ideas. Recording evidence in various formats including drawing, modelling and photography.	Students will reflect critically over time on their creative journey and be able to explain how sources inform their work. Students will develop, record and refine ideas which result in the creation of a realised outcome. Production of initial studies to include research of chosen 3D artist/designer. To include mood board, photographs and Initial studies, 3D models and studies. Annotated work to support ongoing critical reflection of ideas.	Production of 3D models and studies to show critical understanding, development and refinement of ideas. Experimentation with different techniques, materials and processes to support the recording and refining of ideas. Annotated work to support ongoing critical reflection and refinement of ideas. Planning, preparation and experience of working in exam conditions for a sustained time (minimum 2hrs)
Form of Assessment	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets	Formative assessment sheets within design sketchbook Whole-class feedback sheets
Enrichment opportunities	Homework tasks set every 2 weeks to support the learning in lesson. Opportunities to attend trips and visits to support the learning in lesson.		Homework tasks set every 2 weeks to support the learning in lesson. Opportunities to attend trips and visits to support the learning in lesson.		Homework tasks set every 2 weeks to support the learning in lesson. Opportunities to attend trips and visits to support the learning in lesson.	
Leadership opportunities	Opportunity to link learning to Bradford 2025 and contextualise knowledge.		Opportunity to link learning to Bradford 2025 and contextualise knowledge.		Opportunity to link learning to Bradford 2025 and contextualise knowledge.	